

Pupil Premium Impact 2022 23

Pupil Premium Profile (2022 – 23)	
Pupils entitled to Ever 6 funding receive	1,345
LAC Pupils eligible for Pupil Premium Plus funding receive	2,345
PLAC Pupils	2,345
This funding is applied for termly and accounted for through the PEP review	2,345
Recovery Premium Funding	290 (per child)
Total Pupil Premium Funding for Sept 2022	£ 147,340

Review of Spending		
Staff member	FTE	Cost
TT Educational – Specialist support		£13,095
CPD for all subject leaders and teachers	16 teachers x £100 CPD course	£1,600
Appointment– Early Years Specialist Practitioner . Assistant Head		Around £4000
SALT Specialist Practitioner	1 x day a wk – 39 weeks	£4,950
SALT – Full time assistant	1.0 (HLTA)	£29,120
Occupational therapist	0.6	£29,520
Occupational therapy assistant	1.0 (HLTA)	£25,481
Curriculum catch up Maths / English / Phonics	1.0 (HLTA)	£27,041
Music Therapist	£225 per day – 39 wks	£8775
Therapy Dog	£120 per day – 39 wks	£4680
Animal Therapy	£200 per day – 39 wks	£7800
Total		£156,062

<u>Pupil Premium Focus objectives</u>	<u>Sought Outcomes</u>
<ul style="list-style-type: none"> To Implement and Embed the new, whole school curriculum providing support and training for all staff. To close the gap in attainment and provide interventions and booster sessions for all underprivileged pupils (including the most able). To develop the impact of the therapeutic offer and intervention provision across whole school to enhance pupil development and progress. 	
Providing multi-disciplinary assessment (SALT, OT, Sensory Intergration, Dyslexia and Thrive) for all children in school, to ensure every child's therapeutic needs can be identified and met.	Pupil screening on admission Early identification of need and referral for assessment to specialist practitioners to

	identify need/strategies. OT / SALT / THRIVE / DYSLEXIA / COGNITION LEVELS
Provide a high quality Early Years provision with a focus on development early reading across school.	Expert support for ECT's from Mentors to achieve targets, excellent engagement and progress by all pupils and Specialist practitioner to oversee the provision.
Design and implement new curriculum with focus on training and implementing new curriculum drivers – Experience it, play with it, Use it, Develop it & connect it and whole school approach to learning.	Increased engagement and learning for all pupils, raising attainment and overcoming barriers to learning.
Implement class THRIVE actions to promote SEMH development and more positive self-regulation across the school.	Through liason with Thrive lead with focus on increasing resilience and regulation for all pupils – Class and individual targets.
'Parent Pledge' - Improve communication between School and parents/carers with use of the 'Class Dojo' communication platform. Increasing parental involvement within children's education and therapeutic development in school. Reporting on progress in academic achievement.	Sharing relevant information with parents/carers to enable collaborative work and communication channels – reducing barriers to learning, behaviour and attendance.
Pastoral team to identify families who need assistance and advice to support to improve attendance, behaviour and provide advice to link with external agencies and supports.	Teachers, team leaders and Admin team effective communication. Home school liason, Zoom video meetings, support and advice, school Dojo and School website newsfeed.
Embed and further develop Blank levels Functional communication levels across the whole school, improving Speech and Language deficits and enabling greater access to curriculum and therapeutic input.	SALT team to continue to improve the progress and attainment of pupils with Specialised, targeted and Universal support. Functional communication and Blank Levels progression.
Continue to provide training from therapy staff to enable high quality HLTA/TA interactions and allow classroom staff to provide 1:1 and small group interventions on a more regular basis. Pathway specific training identified by Team leader and Therapeutic specialists.	OT/SALT/Thrive in house training, Online training and individualised programmes of intervention/support. Group Thrive activities – classroom specific Blank level communication support/training Physical development programmes for individuals.
Providing 1:1 and group opportunities through animal/dog therapy to promote emotional development and resilience.	Individual targets are identified and work towards over the duration of inputs. Pupil progress files – individualised and updated ½ termly.

Delivering staff training/CPD (e.g. through teacher meetings/twilights/online training and supervision sessions) to ensure that staff are confident to support all children's emotional, sensory and developmental needs across the day.	Substantial training/CPD programme totalling 35 hours relevant training per employee over the course of the school year.
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Strategy Aims for Disadvantaged Pupils – Wider Outcomes

Measure	Activity	Projected cost centre
Priority 1	Pupil's Individual communication & therapeutic needs to be identified and met through a robust process of assessment and specialist input.	Therapy and External assessment budget £58,640
Priority 2	Community Participation and engagement developing cultural capital opportunities through educational and Experiential visits / trips.	Curriculum budget
Priority 3	Family communication and support to improve home circumstances, care and engagement with school.	Systems already in place

Teaching Priorities for Current Academic Year

Aim	Evidence of impact	Target date
Implement & embed new curriculum to improve learning outcomes for all pupils.	B-Squared and EfL assessment on academic progress.	Termly 2022/23
Raise the 'Quality of Teaching' through mentoring, CPD, recruitment & retention.	Pupil attainment and engagement in the curriculum.	May 2023
Development and support of ECT's	Senior leaders and senior teachers.	May 2023

Targeted Academic Support for Current Academic Year

Measure	Activity	Projected cost
Priority 1	Maths / English booster interventions to close the attainment gap	HLTA led £29,120
Priority 2	High quality phonics input booster sessions to promote development in Early Years.	Ta 3 led £9,240
Priority 3	Development of functional communication levels through whole school SALT assessment and input.	HLTA led £29,120
Projected spending		£ 67,480

Wider Strategies for Current Academic Year

Measure	Activity	Projected spend from PPG
Priority 1	Whole school curriculum development	£13,095
Priority 2	CPD for Teachers and support staff	£1,600
Priority 3	Music / Dog / SALT / Thrive / OT input	£21,255
Barriers to learning these priorities address	Engagement and learning readiness. 1:1 and small group support	
Projected spending		£35,950

Speech & Language Information and Review of Impact

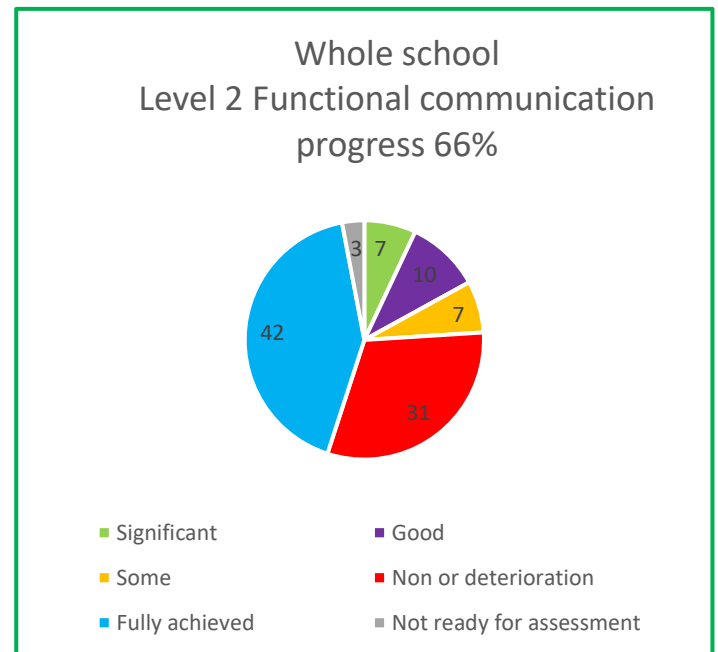
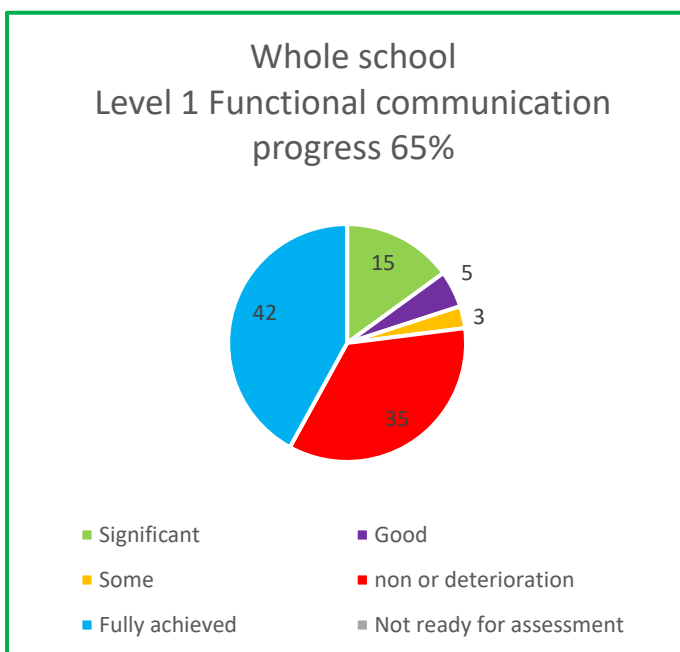
Level 1: Early communication skills: maintaining some joint attention, the ability to make basic needs known to familiar people, following very simple directions (usually at 1 word level).

Level 2: The developing use of short utterances: following instructions on a 2-word level, the ability to attend to adult led tasks, responding to who/where questions.

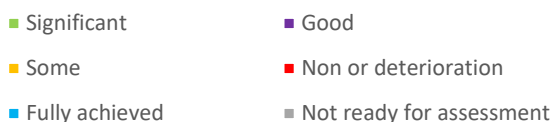
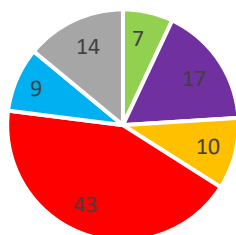
Level 3: The use of more complex sentences: following instructions containing three key words, showing the development of maintaining a 2-way conversation, the ability to express feelings, sequence events and narrative.

Level 4: The use of higher-level language skills: Using verbal reasoning, inference and ambiguous language, confident communication with peers and adults.

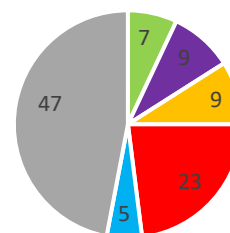
These four areas of language, communication and social interactions were targeted and actioned across the whole school using social communication groups, individual and group interventions and via everyday learning opportunities. 120 pupils have received intervention through the speech and language service and via the Universal classroom offer over the course of the year with the outcome of a 51% improvement with communication and language skills over 4 levels.



Whole school
Level 3 Functional communication
progress 43%



Whole School Level 4 Functional
communication
Progress 30%



Occupational Therapy

Occupational Therapists facilitate people to participate in activities that enable them to be their best selves. This is enabled through understanding the person, the activity, and the environment. Our Occupational Therapy Team has a Highly Specialist OT, 2 Occupational Therapy Assistants and we work in conjunction with Mosaic Therapy to provide a full sensory assessment. Our Occupational Therapist is also a Sensory Integration Practitioner. Ayres Sensory Integration (ASI) is a specialist evidence-based therapy which aims to promote the processing, integration, and organisation of sensory information from the body and the environment. The therapy is play-oriented with the child being an active participant in the choice of activities.

Universal Intervention

Universal intervention is input which benefits the whole school community. This may include training, development of resources and creation of therapeutic environments.

The school has continued to invest significantly in the past year to create enhanced environments which give opportunities to build relationships, support regulation and build skills. This has included the development of the playground area to include more swings, a digging area, an additional regulation playground and the development of the front playground to include movement activities based upon regulation. Systems have been developed to facilitate the safe, effective use of these spaces and training has ensured that opportunities are maximised for all children.

In addition, training has been provided in Neurodiversity and the Senses for all support staff. A development plan has also been created to support the implementation of sensory-informed approach to regulation across all classes.

Targeted Intervention

Targeted intervention is provided when a need has been identified which would benefit from OT intervention but other staff are providing the direct contact. This maximises the number of children benefiting from the service, and enables the staff in question to transfer these skills to other situations, leading to greater impact.

During this year the service was provided by 5 key HLTAs being identified who supported the development of the Targeted Occupational Therapy service in their specific areas. Training and ongoing supervision was provided to enable the HLTA's to give individual sessions to address the needs identified in the OT assessment. In addition, training was given to enable the HLTAs to develop understanding of the sensory regulation needs of children and how to support within the classroom. Equipment was supplied to support both the needs of specific children and to develop more generalised regulation areas within classrooms. Staff were supported through training and individual mentoring to embed the use of these supports within classroom routines. **32 children** received input through the targeted pathway.

Rebound therapy was introduced as one of the targeted interventions provided by Elm Tree and the OT team supported the consultation regarding the build of the sunken trampoline, commissioned training to develop 12 members of staff to become qualified rebound therapists and supported the development of intervention within school.

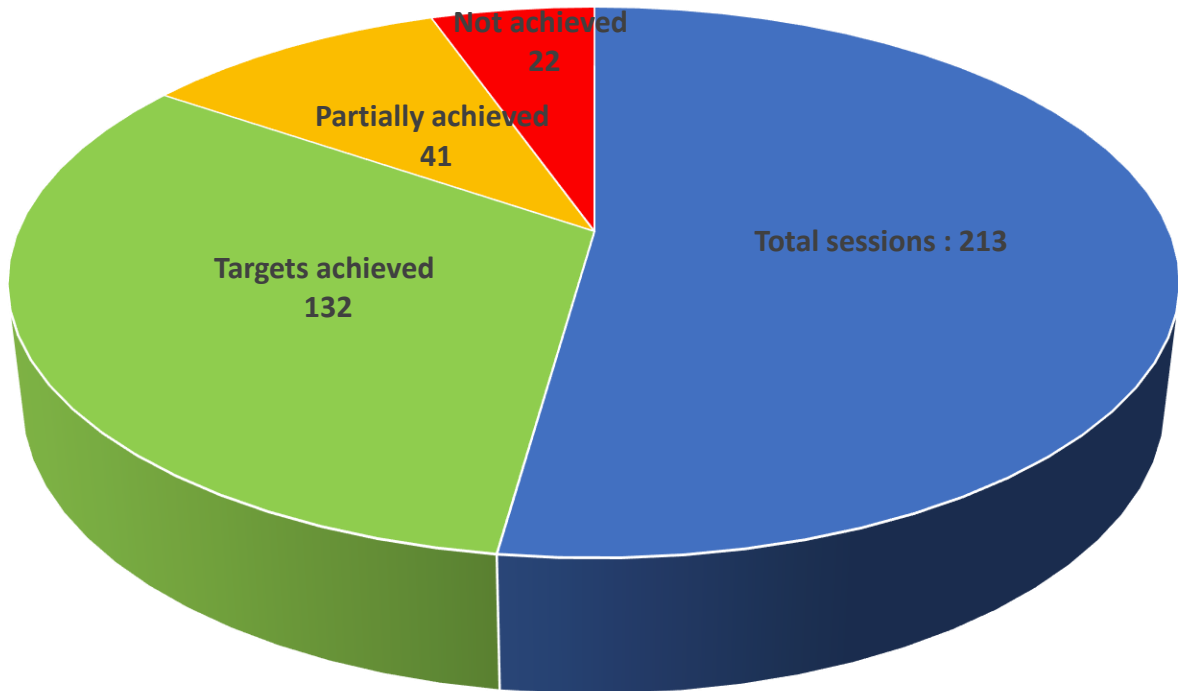
In addition, specific training and mentoring was given to teach 10 members of staff to use the 'Space Station'; the light and sound sensory room within school. Training included how to ensure safety, facilitate engagement, coregulation and communication.

Specialist Intervention

Specialist Intervention is where the Occupational Therapist works directly with the child on a one-to-one basis, either for assessment purposes or because their needs cannot be met by Whole School or Targeted Intervention strategies.

Specialist Intervention was provided for **50 children**. Intervention varied according to the child but included: provision of equipment; training for support staff; consultation and advice for parents; monitoring of classroom interventions and weekly individual intervention. 21 children received a full comprehensive assessment of sensory needs. The assessment process included liaison with class staff, liaison with parent/ guardians, observation and specialist assessment as required. 42 children received specialist sensory integration sessions with follow up being provided through the Occupational Therapy Assistant. Close supervision and guidance was provided throughout by the Occupational Therapist. An individual treatment plan was provided for each pupil linking aims of treatment to EHCP targets. Again, training was a key element of all intervention to ensure continuity when in the classroom and sharing of skills. Staff were invited into sessions and were taught how to provide regulation strategies within class and given the skills to provide active sensory play sessions based in relationship as additional input.

OT interventions 2022_23



Total number of sessions	No of targets Achieved	No of Targets Partially achieved	No of targets not achieved
213	132	41	22
100%	62%	19%	10%

n.b. where children have not yet achieved a target, direct intervention work is still ongoing (with the exception of those who have left the school).

Curriculum Development

Supported through working alongside TT Education School improvement partners and specific, highlighted CPD for all senior leaders, subject leaders, teaching & support staff in order to -

Further develop a cohesive curriculum across the school and fully implement it. The four year curriculum plan has been implemented for almost 1 year with focus on curriculum drivers taken from 'the path to success model' – Experience it, Play with it, Use it, Develop it & Connect it.

Develop a clear and progressive reading and writing curriculum. Designed and implemented with training and support from TT Education and Curriculum Lead by the English and Phonics subject Leaders.

Improve the quality and standard in Phonics. Implemented by Phonics subject lead and through CPD and use of 'Little Wandle' phonics scheme.

Plan and implement a secure CPD programme for all staff on the school vision and curriculum drivers to ensure pedagogical links to teaching and learning. Supported by TT Education and 'Panopto' active learning resources and CPD bank.

Curriculum catch-up & booster sessions– snapshots

Top 20% child

Description	Starting Point	Ending Points	Balanced Progress
English > Reading	0% of Step 5	74% of Step 6	174%
English > Writing	0% of Step 5	56% of Step 6	156%
English > Spoken Language	0% of Step 5	30% of Step 5	30%
English Appendices > Spelling	0% of Step 4	48% of Step 5	148%
English Appendices > Vocabulary, Grammar & Punctuation	0% of Step 4	0% of Step 4	0%
Mathematics > Number	0% of Step 6	0% of Step 7	100%
Mathematics > Measurement & Geometry	0% of Step 5	55% of Step 5	55%

Bottom 20% Child

Description	Starting Point	Ending Points	Balanced Progress
English > Reading	35% of Step 3	76% of Step 3	41%
English > Writing	58% of Step 4	74% of Step 4	16%
English > Spoken Language	50% of Step 3	76% of Step 3	26%
English Appendices > Spelling	0% of Step 3	9% of Step 4	109%
English Appendices > Vocabulary, Grammar & Punctuation	15% of Step 3	44% of Step 3	29%

Mathematics > Number	65% of Step 5	71% of Step 5	6%
Mathematics > Measurement & Geometry	64% of Step 4	66% of Step 4	2%

Establish Child			
Description	Starting Point	Ending Points	Overall Progress
English > Reading	46% of Step 1	56% of Step 3	202% (Over 3 levels)
English > Writing	67% of Step 1	22% of Step 3	138% (Over 3 levels)
English > Spoken Language	65% of Step 1	60% of Step 2	98% (Over 3 levels)

Alternative Therapeutic Interventions

Therapy	Duration of input	No of Children
Dog	Whole year	80
Music	6 -12 weeks	6
Creative	6 – 12 weeks	27
Lego	6 – 8 Weeks	52
Rebound	6 – 8 weeks	74
Soft Play	Whole Year (Personalised targets)	47
Play Therapy	Termly – As referred	1
Light & Sound	6 – 12 weeks	57
Dyslexia	Whole year	11

Impact and progress towards EHCP, assessment, Thrive and regulation targets identified and monitored in the Pupils' individualised personal progress files and Evidence for Learning assessment tool.

Child 1

English

- To recognise the sound oa & ar.
- Express their ideas and feelings ... using full sentences; past, present and future tenses;
- Compose short sentences independently, that can be read by others.

Maths

- To know 2, 5, 10 timetables.
- To recognise the relationship between multiplication & division.
- To measure accurately in cm & mm.

P targets

- To access her busy bag independently when feeling a certain way.
- To accept a consequence for her behaviour.
- To express to an adult when she is feeling frustrated.

Child 2

Thrive	Thrive			
	<input type="checkbox"/> When with others, they are confident in being able to say what they need and express what they are thinking.			
	<input type="checkbox"/> They check out reality by listening, asking questions and establishing relevant facts.			
	<input type="checkbox"/> With help, they are learning how to resolve disagreements with others			
EHC focus	N/A	N/A	To reduce controlling behaviour in class with peers.	

Child 3

They are able to positively work and learn together with others. (Motivation for developing skills)

They are willing to discuss, debate and learn from others about their different ideas, lifestyles, experiences and values. (Developing morals and values)

Personal development at Elm Tree Community Primary school

To achieve an 'outstanding' grade you must meet all the criteria for a 'good' grade **securely and consistently**.

You must also meet the following criteria:

- Personal development is exceptional.

Elm Tree Community Primary School

Admin Profile Help

Evidence Documents Tags Frameworks Activities Assessment Books

PLG Manager > PLGs > Bobby Green Learning Journal (Learner: Bobby Green)

PLG Framework Choose Default View Settings Edit PLG Items

EHCP Long term Outcomes Choose Status Summary

Cognition and Learning Choose Status Summary

Bobby will develop his early learning skills so that he can use a range of play skills across the areas of the settings provision. Choose Status Assessment

Bobby will develop his independent learning skills so that he can select his own activities independently/ engage with activities appropriately. Choose Status Assessment

By the end of EYFS Bobby will make measurable progress in cognition and learning, as set out in the EYFS framework. Choose Status Assessment

Communication and Interaction Choose Status Summary

By the end of EYFS Bobby will be able to conduct a meaningful reciprocal conversation. Choose Status Assessment

Bobby will be able to follow an adult's directions and group instructions given to the whole class. Choose Status Assessment

- We consistently promote the extensive personal development of your pupils. We go beyond the expected, so that pupils have access to a wide, rich set of experiences.

June 2023 Enrichment Calendar						Termly focus	Pride
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
			1st	2nd	3rd	4th	
			5th	6th	7th	8th	
Save the Oceans Day				Rocks Kidz			
12th	13th	14th	15th	16th	17th	18th	
			Drag queen Story Hour	Rainbow Pride Picnic			
Arts week							
19th	20th	21st	22nd	23rd	24th	25th	
26th	27th	28th	29th	30th			

- Opportunities for pupils to develop their talents and interests are of exceptional quality.



- There's a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work.





- We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen your school's offer.



- The way Elm Tree facilitate developing pupils' character is exemplary and is worthy of being shared with others.





Pupils will:

- Engage with views, beliefs and opinions that are different from their own, in considered ways – Curriculum focus, debate and discussion RE – PSHE



- Show respect for the different protected characteristics as defined in law and not tolerate discrimination – *Appropriate modelling of behaviour and considered choice/viewpoints in curriculum, discuss right and wrong and identify what discrimination looks like / sounds like through curriculum.*



'Believe to Achieve'



Within our unique setting we believe in the 'Elm Tree Way'.
We empower all individuals to achieve their full potential.

'The Elm Tree Way'

To feel **Safe, Happy, Special** and have **Needs Met**
By being **Calm, Consistent** and **Caring** at all times!

Ready

Respect

Safe

- Know how to discuss and debate issues in a considered way – *Class debates / considered well resourced arguments / Student council & Pupil Parliament*
- Understand, appreciate and respect differences in the world and its people, celebrating things we share in common across cultural, religious, ethnic and socio-economic communities – *Curriculum RE / PSHE / Foundation subjects / School celebration calendar / personal celebrations via class and departmental assemblies*





Enrichment Summer Two



June

5th - Thank you day

- Make a thank you card for someone special.
- Make a whole school 'giving thanks' jar. Every child should write down something they are thankful for at Elm Tree such as Staff, environment, friends or special memories – these will be placed into a jar and a handful can be read out in assembly on the 16th.

8th June – World Oceans Day

- Link in with provision
- Have a fashion show making clothes out of recycled trash

9th - Rock Kidz workshop

<https://www.rockkidzonline.com/ontour>

Dress up as a rock star all staff and children!

Attend a rock kidz workshop (waiting for confirmation of timetable from group)

Attend rock Star photobooth and take a picture!

Research rock stars

Read Little people big dreams books

15th - Drag Queen Story Hour

<https://www.dragqueenstoryhour.co.uk>

- Know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy – Curriculum teaching, wellbeing activities, mental health awareness.



- Have an age-appropriate understanding of healthy relationships – [SRE curriculum and appropriate adult modelling of appropriate interactions and conversations.](#)

Our curriculum provides and promotes-

Wide reaching and rich opportunities for exposure to diverse opportunities.

Exceptional opportunities for pupils to develop their talents and interests.

Providing further opportunities for our more disadvantaged students.

Developing a deep-rooted plan with content throughout the curriculum and through extra curricular activities to further develop pupils' experiences and character.

Equality of opportunity and diversity more effectively across all age ranges in school

Integrate and develop career pathway focus/discussion/exposure for all children – particularly Year 6 linked in with transition.

Embeds within the curriculum celebrating things we share in common across cultural, religious, ethnic and socio-economic communities.